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ABSTRACT

Andersen Consulting is a global management and technology consulting organization whose mission is to boost clients' success by teaching them to link strategy, people, processes, and technology. Andersen's professional development program for its own 41,000-person global work force is designed to help adults learn to deliver value to global clients by developing the skills of collaborative reflective practitioners and the technical, industry, and consulting skills needed to support the firm's clients. The following core values underlie the staff development program: high quality client service (understand/meet client expectations); one global firm (enhance the global organization's collective values while sustaining the local culture); integrity (act with openness and honesty); stewardship (think in a future-oriented manner and act/invest to build a stronger firm); best people (become highly competent and commit to excellence, teamwork, and clients' success); and respect for the individual. These values are fostered through Andersen's Career Development Model, which identifies skill tracks, more specialized skill domains, and six levels of proficiency within each domain. Universities and colleges can use the staff development program as a model for preparing adults to learn to deliver value in an ongoing way. (Thirteen figures and 32 references are included.) (MN)

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Helping Adults Learn to Deliver Value in a Global Society

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Adults today face an ongoing challenge: Learning to deliver value in a global society. What is valued changes from day to day. One key to success in this environment is for adults to develop the qualities of a "collaborative reflective practitioner." As a case example, Andersen Consulting Education (ACE), the component of Andersen Consulting (AC) dedicated to the professional development of Andersen's 41,000-person global workforce, is organized to help adults learn to deliver value to AC's global clients. ACE concentrates on building the skills of collaborative reflective practitioners as well as building technical, industry, and consulting skills needed to support the firm's present and future clients. This paper details Andersen Consulting's education strategy and business results and identifies areas where universities and colleges can prepare adults to deliver value in an ongoing way.

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In 1995, John Naisbitt described an emerging global paradox: "The bigger the world economy, the more powerful its smallest players" (p.5). While global patterns of economic change have impacted human experience throughout recorded history (Fuller, 1973), current changes reflect an increased demand for individuals to be highly skilled and experienced in learning how to deliver value in multiple contexts, often involving complex, global interrelationships. Because of the transformative change currently experienced in our global society (Naisbitt, 1995), learning how to deliver value is an on-going, ever changing process faced by individuals, organizations, and society itself.

Value is based on perception of relevance and usefulness. Perception of value is strongly shaped by the evaluator's[i] context and experience. For example, a computer packaged in a wooden crate washed up on the beach of a deserted island might have little value for a castaway unless the castaway could invent new ways to get value from the sea drift by making a raft from the packaging and using the computer keyboard for a paddle (Andersen Consulting, 1995 "Island"). What is highly valuable in one context has little or no value in another.

Perception is an extension of one's perspective based on learning drawn from experience (not exclusively personal experience) (Argyris, 1992; Jarvis, 1992; Montgomery, 1992, 1996b, Suarez, Mills & Stewart, 1987). Sometimes this learning takes place at a conscious level and sometimes it may not even register as learning (Jarvis, 1992; Montgomery, 1992). This experience-referenced perspective becomes a "world view" or "thought system" that serves as a foundation used to approach life using a framework of habits and assumptions (Suarez, Mills, & Stewart, 1987). Transformative change requires a radical shift of this "world view" beyond pre-existing limits to thought, belief, and action. (Bateson, 1978; Kuhn, 1970; Montgomery, 1992)

Figure 1

Global Paradox

"The bigger the world economy, the more powerful its smallest players" (Naisbitt, 1995, p. 5)

(Andersen Consulting, 1996, /abroutus/ac_trails_1.html "Business School")

Gibb (1991) clearly defined the development of trust in social settings as a prerequisite for the experience of *synergy*, where what is produced by a group is greater than the combined best efforts of each of its members. As the members experience the life of the group and the behaviors of members that either build or block trust, the group develops its own level of trust based on the experience-based reference points of its members. More and more complex challenges require individuals to collaborate and contribute to the multifaceted perspectives of integrated work teams. To be a fully contributing member of such a team requires increasingly deeper levels of skill and performance as a "collaborative reflective practitioner."[ii] This type of skill and performance falls into the category Bolles (1996) refers to as "transferable skill." In the evolving job market of today's global society,

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these skills can transfer from job to job, project to project, engagement to engagement, and team to team in global and local contexts. Andersen Consulting professionals operate daily in these contexts and there is growing demand for these skills."[iii]

Case Example: Andersen Consulting—Helping Adults Learn to Deliver Value to its Global Clients

Andersen Consulting (AC, the firm) is a global management and technology consulting organization whose mission is to help its clients change to be more successful. The organization helps its clients link strategy, people, processes and technology (Andersen Consulting, 1996).

Figure 2[iv]

Messages Andersen Consulting Likes to Hear from Clients . . . and AC Consultants . . .

+ "We have permanently increased our capacity to succeed."
+ "We have implemented innovative, practical solutions we wouldn't have thought of by ourselves."
+ "We have joined an active learning community."

Rated as the "world's largest consulting firm in 1995" (Andersen Consulting, 1996,/aboutus/annual-report/ar_frhome_1.htm),"Andersen Consulting[v] has more than 41,000 people based from 152 offices in 47 countries and serves more than 5,000 clients. Andersen Consulting is growing at an average annual rate of approximately 20% per year, with a history of success and expansion that spans nearly half a century" (/careers/c_dfracataglance_1.html)[vi]

Of *Fortune* magazine's Global 100 companies, Andersen Consulting currently works with more than two-thirds. (Andersen Worldwide, 1995, p. 18). Andersen Consulting currently serves 14 of the world's 15 most profitable companies based on revenue gains Andersen Consulting (gross) revenues for 1995 were $4.22 billion (Andersen Consulting, 1996).

According to Kennedy (1996), "Consultants, unlike the industries they serve, never seem to lose, whatever the economic climate. In recessions, companies seek their advice on downsizing, "delayering," reengineering processes to cut costs and cycle time; in periods of expansion, organizations want to know how to seize new market opportunities, to go global" (p. 77).

Figure 3

Andersen Consulting's Mission/Vision

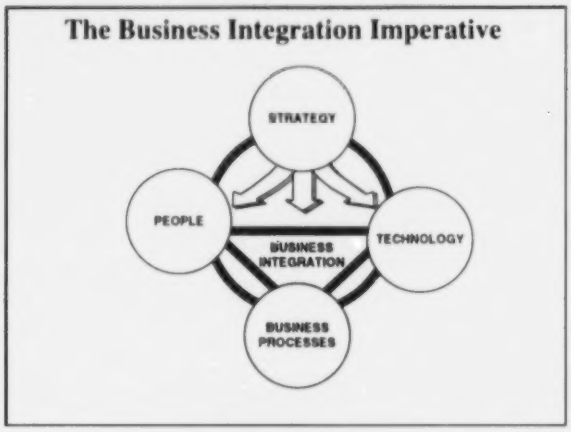
Andersen Consulting has given serious thought to its mission, vision and core values. More than a series of written statements, employees are encouraged to learn these concepts and to apply them daily in their work with the firm.

Andersen Consulting's mission is: *To help our clients change to be more successful.* The vision of how Andersen Consulting accomplishes this is *to be one global firm, committed to quality, with the best people and knowledge capital working for the best clients to deliver value.* Six core values challenge Andersen Consulting professionals every day to be the best that they can be*: Quality client service (understand and meet client expectations 100% of the time.); One global firm (act to enhance the collective values of the global organization while sustaining the local culture) ; Integrity (act with openness and honesty, always); Stewardship (think future-oriented; act and invest to build a stronger firm tomorrow), Best People (are highly competent and make a commitment to excellence, teamwork,*

and the success of our clients); Respect for the Individual (treat each person as we would like to be treated ourselves.) (Andersen Consulting, 1996, /careers/c_dfracataglance_1.html).

Commitment to these concepts is both personally and professionally challenging to the people joining Andersen Consulting. Learning to balance personal and family needs with business commitments is part of an ongoing learning process experienced by everyone in the firm. AC has worked with the Covey Leadership Center to provide "Principle Centered Leadership" training to Andersen partners and managers. Covey's books (Covey, 1990, 1991; Covey, Merrill & Merrill, 1994) on life management are available to all firm personnel.

Figure 4



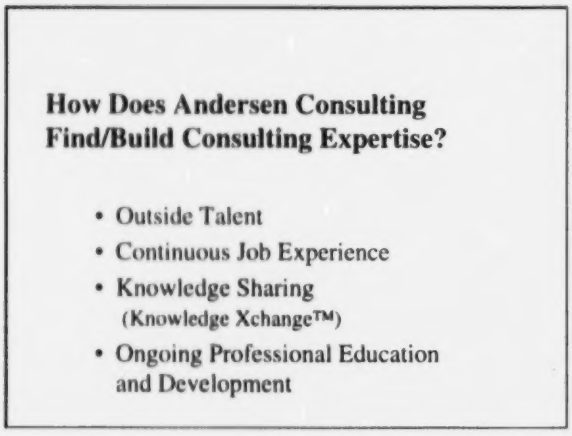
Business Integration is Andersen Consulting's client service model. Business integration aligns an enterprise's people, processes and technology in support of its overall strategy so all components of an organization work to achieve best business performance. Business integration is a common sense approach in focusing an organization on the same goal. (Andersen Worldwide, 1995, p. 20)

Business Process Management (BPM) is another core service offering in which Andersen Consulting takes responsibility for and improves the performance of one or more of the client's core business processes, enabling the client to focus on its core operations. Rather than a shorter-term consulting process, BPM represents a long-term commitment which allows service to improve and costs to be reduced according to defined terms of service (Andersen Consulting, 1996).

During the past 10 years Andersen Consulting has developed the skills, methodologies, knowledge capital and experiences to offer clients world-class value and service in each of the areas that need to be integrated within an organization. . . . It is by their synergy, their interrelationship and the fact that the value derived from the integrated service we offer is far greater than the sum of these parts, that we are uniquely able to contribute to clients' success (Andersen Worldwide, 1995, p. 20).

Just as we help our clients change to be more successful, Andersen Consulting applies the same principles to our own organization. For us to remain relevant to our clients, we believe that we must continue to have enough pride in our organization to have the courage to change it (Andersen Worldwide, 1995, p. 18).

Figure 5

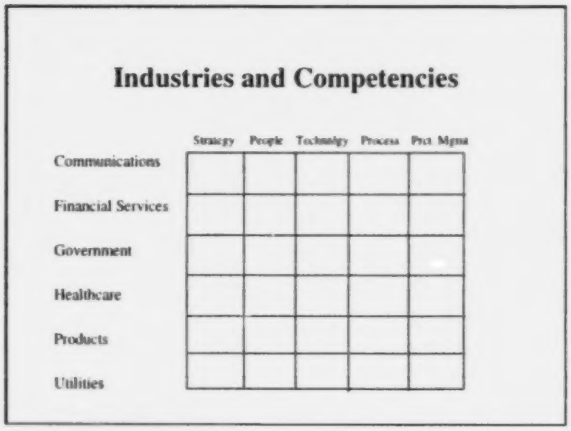

How Does Andersen Consulting Find/Build Consulting Expertise?
• Outside Talent
• Continuous Job Experience
• Knowledge Sharing (Knowledge Xchange™)
• Ongoing Professional Education and Development

"Right now Andersen's problem is not lack of opportunity to make money – work is pouring in around the world, from Asia Pacific, the US and Europe in that earnings order – but trying to keep up the supply of people to carry it (the work) out. To accelerate the firm's capability while training thousands more each year, Andersen is also hiring experienced individuals from the consulting industry, other business sources and government." Demand currently outstrips AC's ability to develop new resources (Kennedy, 1996, p. 78).

Knowledge Xchange™ is Andersen Consulting's secure electronic communications network allowing firm personnel to communicate with each other, to share knowledge and information, to ask questions and offer suggestions, to document a library of "best practices" from throughout its global practice.

"Andersen Consulting is the quintessential knowledge business, 'leveraging its collective know-how.' In the words of managing partner George Shaheen. Beyond providing entry-level training in business and technological skills, Andersen's 'educational centre' near Chicago is a microcosm of the 'learning organization.' Its philosophy is 'learn by doing' and consultants continue to do just that through their careers" (Kennedy, 1996, p. 81.)

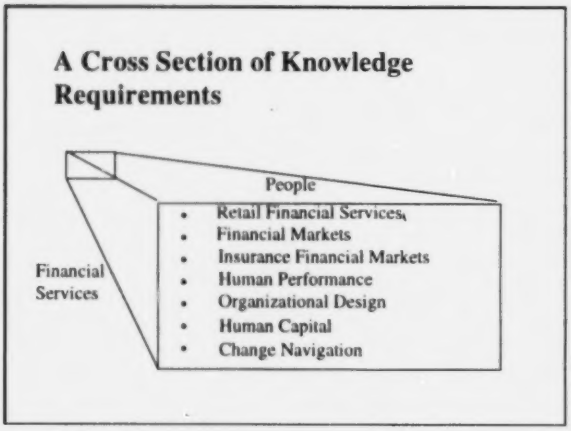
Figure 6



In September, 1995, Andersen Consulting introduced a "Career Development Model" (CDM) as a new organizing structure for consultants in North America. The model has now been adopted by our global practice. In brief, the CDM identifies skill tracks, more specialized skill domains, and six levels of proficiency within each skill domain. Consultants in AC are identified with a primary skill track in each of the business integration focus areas (competency groups) and build competencies within this skill track throughout their career. Proficiency Development Profiles (PDP's) assist each consultant to identify specific areas and plans for growth which include staffing on engagements, self-study, and formal learning experiences offered both inside and outside the firm.

"Every Andersen employee can expect to receive 120 to 140 hours of training development a year in his or her first dozen years. The four key components in the curriculum are competency skills (strategy, change management, business processes, technology); core professional skills, industry skills, and personal skills" (Kennedy, 1996, p. 81).

Figure 7

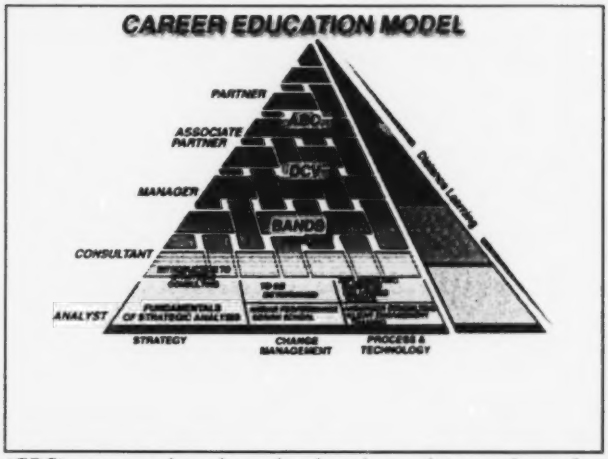


"There is an important difference between skills and performance. . . . . It is the difference between knowing how to swim and actually having the confidence to jump in and do it. We build the skill through 'learn by doing' in such a way that people have the confidence to apply it in action. . . . Part of our training is learning about learning—reflection time on what we have learned" John Smith, managing partner of Andersen Consulting Education (Kennedy, 1996, p. 81).

Providing professional education and development to 41,000 professionals in a global firm represents a major investment by the partnership. As part of the Andersen core value of *stewardship*, partners want to leave the firm in a healthier position than when they found it on joining the partnership. Each year the partnership elects to invest 6.5 per cent of gross revenues for education of Andersen Consulting personnel. While some of this investment includes travel expense and salary while in educational programs, a significant portion of the investment is directed in leading-edge development of educational resources. Since 1993, Andersen Consulting Education has been developing performance-focused learning experiences called "Goal-Based Scenarios," (Nowakowski, 1994) working with new concepts in education and artificial intelligence championed by Dr. Roger Schank at Northwestern University's Institute for the Learning Sciences (ILS).[vii] Andersen Consulting Education (ACE) has won awards for its pioneering efforts in the field of multimedia performance-focused learning products (the Business Practices Course was a first of its kind). ACE is known for exploring ways to put theory into practice and has extended the performance-focus of goal-based learning to the classroom (adding components of other ideas in learning along the way—project and problem-centered

learning, integrative learning, reflective learning, experiential learning). The emphasis lies in creating a risk-free learning environment where adult learners can practice what they need to do on the job, learn from their mistakes, and build their performance in this safe environment to a level where they can actually apply what they have learned on their next (or current) client engagement (Montgomery, 1996a, 1996b, 1996c, Montgomery & Lau, 1996).

Figure 8



Andersen Consulting Education takes its role seriously. In 1996 $17.1 million was invested in performance-focused design, development, and delivery (Montgomery, 1996a, 1996d). This was only a part of its annual budget. ACE is also exploring new territory in "virtual" (distance learning) classroom experiences, designing programs where participants will engage in learning via their laptop from their hotel rooms or homes or offices anywhere in the world, to be networked into a "virtual team" learning new concepts, "reality-testing" them with colleagues both on and off the job, and applying the concepts immediately in their work life, simultaneously bringing the latest in knowledge sharing to clients and colleagues.

Performance-focused goal-based scenario (GBS) programs have been developed to assist consultants from all competency groups to work on Business Integration. These include the Business Analysis and Design School (BANDS) for consultants with up to four years experience; the Delivering Client Value (DCV) school for new managers, and the "Architecting" Business Change (ABC) school for senior managers and associate partners. Each of these schools is an intense, team-experienced, performance-focused, business simulation in a relatively "risk-free" environment where learners interact with more senior consultants, process (learning) coaches, and "clients" role-played by non-Andersen personnel who, in the case of the ABC School are retired Chief Executive Officers or retired senior government officials.

Figure 9

Andersen Worldwide
Center for Professional Education
in St. Charles, Illinois

(Andersen Consulting, 1996, /careers/c_dftrainoverview_1.html)

Andersen Consulting's education needs have outgrown the 151-acre training facility in St. Charles (actually owned and operated by Andersen Worldwide S.C.). Andersen Consulting personnel account for more than 70% of its occupancy. The facility has 135 classrooms, over 1,600 dorm rooms, and state-of-the-art computers and telecommunications facilities for the students (Financial World, 1994).

John Smith, ACE's Managing Partner, has embraced the potential of the "virtual classroom" concept. "The real breakthrough is coming via the PC network. Whereas 70 per cent of Andersen training used to be at St. Charles and 30 per cent in local offices through the computer, it will soon be the other way round, saving vast amounts of travel downtime and overhead" (Kennedy, 1996, p. 81).

Figure 10

Fundamental Shifts in Understanding Learning

Passive	to	Active
Instructor Control (Push)	to	Learner Control (Pull)
Separate Items, Tasks	to	Integrated Environments
Correct Answers	to	Process Skills
Working vs. Learning	to	Integrated Working/ Learning Environment
Information-Focus	to	Performance-Focus

Where Education Programs are Delivered

1993: Classroom 70%; Distributed 30%
2000: Classroom 30%; Distributed 70%

It is critical to realize the learning potential of the workplace (Brookfield, 1985). In early adult learning literature, 70 per cent of relevant learning in an adult's lifetime was said to have come from the job, 20 per cent from self-directed or incidental learning, and 10 per cent from classroom or other focused learning experiences. Andersen Consulting Education is committed to changing those numbers by utilizing the best ideas from learning, technology, and human performance and by putting theory into practice. ACE has responded to fundamental shifts in understanding learning (see Figure 10) in their work with goal-based scenario (GBS) and goal-based learning (GBL) programs.

From the earliest experience with GBS in the Systems Analysis and Design School (SAnDS), forerunner to the BAnDS program, ACE began using a "learning coach" in to guide the learning in the GBS environment. (Montgomery, Campbell, & Moffett, 1994). From that early beginning, (Montgomery, 1994) ACE now has a cadre of almost 20 professionals serving that role for multiple schools and workshops. Andersen Consulting personnel outside of ACE are viewing the skills of the "learning coach" as potentially valuable on the job as well.[viii]

ACE is also exploring the concept of integrating work and learning, creating powerful performance-focused learning experiences in concentrated periods, working in intact work-teams, at or near the job-site (Montgomery, 1996b, 1996c, 1996d).

Figure 11

Keeping The End In Mind: ACE Helps AC Develop Collaborative Reflective Practitioners . . .

- Skilled Business Consultants Who Are
- Guided by Vision and Change, and Who Are
- Personally Invested in Client Success and Who
- Contribute Breakthrough Thinking that Our Clients Implement Successfully.

ACE employs almost 300 learning professionals at its location in St. Charles, Illinois. These professionals work with other Andersen personnel to identify needs and learning gaps, bringing to bear the most powerful learning tools available to create the learning environment best suited to help the professionals learn what they need to learn. ACE places a major emphasis on performance and transfers to technology (integrated performance support tools, multimedia presentations, other technological innovations) information-focused presentations that can be accessed both on the job and in the learning environment.

Most Andersen education programs are facilitated by consulting personnel who use their faculty time to build their skill in coaching, mentoring, and keeping current with the latest ideas in consulting and technology that make their way into Andersen's educational programs. Part of ACE's program development includes a faculty coaching guide to prepare these consultants (of varying levels of experience within the firm) to fulfill their faculty roles. Most Andersen Consulting programs are intense three-day (21-hour) to five-day (40+-hour) experiences with two of the introductory courses lasting for three consecutive weeks in St. Charles.

In 1996 ACE is exploring the idea of learning program "solution centers" with teams specializing in the development of programs with a similar learning environment. The solution centers currently in place are the GBS-Classroom Solution Center, the GBS-Multimedia Solution Center, the Knowledge Media Solution Center

and the Virtual Classroom Solution Center. The Career Education Model (figure 8) emphasizes different tracks for various competency groups. As a program is targeted for development based on need and learning gap, one of the first decisions will be what type of learning environment will be most effective for the learners. When this is made the development will be referred to a team working with one of these four solution centers. ACE is also moving to monitor quality metrics in the development, delivery, and impact of its educational programs. These will be moving ahead on new frontiers of evaluation (Brookfield, 1985) and management in that the quality outcomes will be related to performance change on the part of the learners rather than measuring some non-human product.

Another current ACE initiative is, working with leaders in each of the competency groups, to identify a "vision" for how the professionals in each group contribute to Andersen Consulting's overall vision; looking particularly for targeted job performance and related competencies and proficiencies as reflected in Andersen's Career Development Model. The results of this "visioning" process will guide the planning and development of new education programs designed to help learners achieve the targeted performance.

Professional development for ACE personnel has been a separate challenge. In addition to planned education programs appropriate to the program developers' needs, ACE has initiated a "Communities of Interest" program in which ACE personnel can join with others to explore new areas of interest, learning, and personal growth. Current projects include taking the GBS concept to students in "K through 12" education, working with the World Wide Web as an educational tool, motivating "virtual" learners and creating "virtual classrooms." These communities of interest allow ACE personnel to cross-train and expand their expertise.

Andersen Consulting Education draws its personnel from the same sources as the rest of Andersen Consulting. Some people begin at ACE on an internship from a graduate program at a university or college, others join shortly after completing advanced degrees and others come from other parts of Andersen Consulting and from other non-Andersen experiences.[ix] Because Andersen Consulting Education is continuously at the leading edge of creating powerful, multicultural learning environments, clients and universities frequently visit St. Charles to establish a "benchmark" from current ACE initiatives.[x] People joining ACE use their previous experience as "launching pads" to move forward into new frontiers of learning.

Figure 12

Facing the Future, Today

- Accelerating Pace of Change
- Moving Beyond Pre-Existing Limits
- Continuous Learning
- Sharing Risks and Rewards

Andersen Consulting faces a challenging future. As the pace of global change continues to accelerate, what is looked upon as knowledge "capital" will rapidly lose its value in the face of new and different global contexts.[xi] Andersen Consulting as an organization and all of its professionals need to keep moving beyond pre-existing limits to thought, action, and belief. This can only come from ongoing, continuous, reflective learning. Andersen Consulting's marketing model is now emphasizing a sharing of risks and rewards with clients. This model of sharing will extend into more of Andersen's global practice.

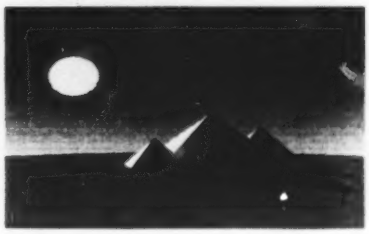
Areas Where Universities and Colleges Can Prepare Adults to Learn to Deliver Value in an Ongoing Way

Adults need to have basic components of being a "collaborative reflective practitioner" when they complete their undergraduate degrees. Andersen Consulting's education programs and job experience can build on the "practitioner" side. Currently AC's programs need to develop all these components. If adults enter the

workforce already prepared to contribute effectively to "high performance teams," they will be able to deliver value immediately and build skills and experience over time to continue to add value throughout their careers.

Figure 13

Taking Ownership of One's Own Learning Destiny



Adults need to have experience in "taking ownership of their own learning destiny" before entering the job market. Survival and success skills for an adult in our emerging global society include the ability to learn continuously from experience; to use everything currently known as a stepping stone into new knowledge, new ways of being and acting (Bolles, 1996; Boucouvalas, 1980; Naisbitt, 1995).

Skills need to be translated into performance. Adults entering the global workforce need to be proficient in both oral and written communication, completely familiar with using a computer as a tool – including advanced skill in typing, in working with word processing, spreadsheet, presentation graphics, and e-mail programs as well as the Internet and World Wide Web. These same adults need quality experience in working in high performance teams, understanding their role in making a group effective, in Action Learning (see Web site http://www.elnet.com/~joelm/IFAL-USA/), and in life management (Covey, 1991; Covey, Merrill, & Merrill, 1994). They need practical experience in making and recommending research-based decisions, documenting the processes used in coming to their decisions. If they are choosing more technical careers, they need to be well versed in the most up-to-date software programming tools and concepts. Universities and colleges need to assist learners to be current or beyond current, moving the leading edge of understanding and knowledge.

These skills need to be reinforced at the graduate level as well. Adults are expected to change careers at least five times during their worklife. Bolles (1996) has identified a clear strategy to facilitate the transition, emphasizing "transferable skills" of the kind described in this paper.

University and college outreach and public service programs can also assist graduates and communities to network via the Internet/World Wide Web and other forums so that graduates can continue to learn and make contacts that can lead to new and different jobs. The role of the individual, according to Naisbitt (1995) is becoming more and more crucial to our complex world economy. Preparing adults to deliver value in this complex global society remains a key role for universities and colleges, in traditional and non-traditional programs, and in outreach programs intended to serve both societal and individual interests. Universities can help graduates and community members build needed skills while engaging in volunteer activities of direct benefit to non-profit groups and to other interest groups in a global society connected by "cyberspace." Some volunteer activities can lead to entrepreneurship and employment opportunities.

Queeny (1996) provided a "call to arms" to universities and colleges to take action now in order to maintain a leadership position in an emerging "learning society." Universities and colleges, Andersen Consulting and other organizations need to realize that what they currently offer will change in value, frequently decreasing in value if usefulness and relevance diminish in the course of transformative global changes. Professionals affiliated with organizations and institutions, in fact, anyone offering "knowledge capital" as a service or a resource, need deeply developed skills as collaborative reflective practitioners themselves, modeling the critical skills looked for in the learners as functional, contributing adults in the emerging global society.

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[i] In the context of this paper, *evaluator* and *evaluation* relate to the following principle: *e-valore . . . to draw the value from or find the value in.* Similarly *education* is regarded from its roots, *e ducere . . .* to draw forward or draw out learning from experience.

[ii] See Gibb (1991) for an understanding of building collaborative skills and Argyris & Schön (1992) and Schön (1983) for an understanding of reflective practitioner skills.

[iii] This paper makes extensive use of quotes from leading partners in Andersen Consulting and from literature published by the firm to represent the viewpoints of these leaders and of the firm. At the same time, any errors or omissions are the responsibility of the author, not the firm.

[iv] All graphics used in this paper come from the *Andersen Consulting Overview* (Andersen Consulting Education, 1996).

[v] Arthur Andersen started his accounting firm in 1913 while employed as the head of Northwestern University's accounting department. Since its founding the Arthur Andersen & Co. had a policy of hiring college (university) graduates. In 1996 there are three separate business units: Andersen Worldwide S.C. (registered in Geneva, Switzerland), Arthur Andersen LLP and Andersen Consulting LLP.

[vi] Where possible, when using references to Internet/World Wide Web sites (*http://www . . . .*), detailed sub-pages will be used. Treat them as page numbers in a printed reference. For example, the web page listed here is *http://www.ac.com* and the sub-page is *careers/c_dfracataglance_1.html* Typing this information on the address line of a Web browser application will take the reader to the actual page on the Web site (just as going to a magazine and looking for p.5 will take the reader to that specific reference).

[vii] The ILS is partially funded by Andersen Consulting and the firm has an internship program for Andersen employees with the ILS as well as hiring a significant number of ILS graduates.

[viii] This comment is based on discussions held with an associate partner and several managers who had experience serving as "learning coaches" for a performance-focused workshop for the firm's human resources personnel. (Video tape and notes held by the author. The workshop itself is referenced at Montgomery, 1996b, 1996c, and 1996d.)

[ix] For more information about internships and career opportunities at Andersen Consulting Education, send an e-mail to: linda.westphal@ac.com or write to Recruiting, ATTN: Linda Westphal, Andersen Consulting Education, 3755 E. Main St, St. Charles, IL 60174. Tel. 630-444-5508, Fax. 630-377-2435. For more information about career opportunities at Andersen Consulting, visit us at our Web site (Andersen Consulting, 1996).

[x] For more information about arranging a "benchmarking" visit to Andersen Consulting Education and to Andersen Worldwide's Center for Professional Education in St. Charles, Illinois, send an e-mail to: beth.l.lawniczak@awo.com or write to Client & Office Relations, ATTN: Beth Lawniczak, Andersen Worldwide, 1405 N. Fifth Ave, St. Charles, IL 60174. Tel. 630-444-4135; Fax. 630-584-7212.

[xi] One example is the change in perspective regarding a computer's value when it washed ashore on the deserted island (in Andersen's broadcast advertisement mentioned earlier). What is most important about that situation was the castaway's ability to see the value in the crated computer and to bring it forward into a raft and paddle. That, stripped to bare essence, is a characteristic of a reflective practitioner.